

State Policy and Teacher Preparation in WA

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What are the responsibilities of the PESB?

- Responsible for State Rules Governing Preparation, Certification, Continuing Education and Assignment Policies for All Certified Educators (WAC 181)
- Serve as the Voice of Practicing Educators in State Policy Decisions Affecting Them

Who Prepares Teachers in WA?

- 21 PESB-Approved Higher Education Institution Preparation Programs (6 public, 15 private)
 - Some are:
 - Partnerships with school districts
 - Consortia with other institutions
 - Partnership with out-of-state institutions
 - Growing variety of program designs
 - Baccalaureate
 - Masters in Teaching
 - Post-Baccalaureate Cert-Only

Who May Prepare Teachers in WA?

- Alternative Routes
 - Classroom-based mentored internships
 - Shortage areas
 - Mid-career professionals and experienced paraeducators
- New Programs
 - Must show add value to field (shortage, geographic reach, new design)
 - Still have areas without reasonable geographic access
- Considering
 - Out-of-state / online institutions operating in WA

How?

	Traditional System	WA Implementing
Preparation	Uniform sequence of courses and credits. Primarily campus-based. Little opportunity for immediate application of theory into classroom setting. Little assessment of prior learning/ experience.	Greater variance of entry points. More site-based programs with greater opportunity for immediate classroom application of new knowledge and skills. Routine assessment of prior knowledge and experience to create more individualized preparation plans
Certification	Successful completion of courses and credits	Completed when successfully demonstrate competencies against defined standards

How ensure program quality?

1. Standards-Based Program Approval and Review

I. 5 standards:

- I. Professional Education Advisory Board
- II. Assessment
- III. Governance and Resources
- IV. Program Design
- V. KNOWLEDGE AND SKILLS

Math Action Plan & SB 5955

By 12/07 –

- 1. New knowledge and skill standards for teacher preparation programs with integration of math throughout; and*

7/07 – PESB adopted new, evidence-based knowledge and skills standards for preparation programs (Standard V)

- Demonstrate teacher knowledge and skills AND evidence of positive impact on student learning**

Becoming truly evidence-based

Old standards:

*Topics that may imply, but
do not describe,
desired behaviors or outcomes*

Performance-based:

*Descriptions of desired
teacher behavior*

Evidence-based:

*Descriptions of
student learning behaviors
that result from good teaching*

--"*Inquiry and research*"

--"*Classroom management*"

--"*Professional ethics*"

--"*Aligns goals, instruction, &
outcomes*"

--"*Manages classroom effectively*"

--"*Uses multiple instructional
strategies*"

--"*Students are cognitively engaged*"

--"*Students explain their
understanding*"

--"*Students monitor their progress*"

How ensure program quality?

1. Standards-Based Program Approval and Review
 1. 5 Standards
 2. Annual reporting elements
 3. Every 5-7 years – full accreditation site visit
2. Approval and Review of Subject Endorsement Programs
3. Variety of other state and federal reporting requirements
 1. (e.g. placement, basic skills / subject test results)
4. Program completer survey
 - + variety of institution-specific means of tracking completers

Certificate Endorsements

- Biology
- Chemistry
- Earth Science
- Physics
- General Science
- Designated World Languages
- Early Childhood Ed
- Early Childhood Special Ed
- Elementary Education (K-8)
- English as a Second Language
- English Language Arts
- Health and Fitness
- History
- Math
- Middle-Level Humanities
- Middle-Level Math
- Middle-Level Science
- Social Studies
- Special Education
- Agricultural Education
- Business Education
- Family and Consumer Sciences
- Marketing Education
- Technology Education
- Traffic Safety

Certificate Endorsements (cont).

- Bilingual
- Library Media
- Music: Choral
- Music: Instrumental
- Music: General
- Visual Arts
- Dance
- Drama

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Comprehensive Analysis: Findings

“Although educator preparation programs are required to produce a significant amount of data related to various aspects of program quality, these data are not systematically compiled in a way that provides a comprehensive picture, across institutions, that can be accessed and reviewed by policymakers or the public” - PESB

Caution: No single measure can be used to make inferences.

Washington Needs:

A state-level *system* for assessing and publicly reporting educator preparation program quality:

- ✓ Review all current measures of program quality
- ✓ Multiple, meaningful indicators; exemplars; needed improvements
- ✓ Explicitly connects preparation and success in classroom
- ✓ Explicit connection / ability to track candidates from program entry through placement and teaching career

What? – preparation must consist of . . .

- Formalized learning opportunities / coursework
 - Needed/additional content coursework for gaining subject endorsement (not always)
 - Standard V – knowledge and skills for all teachers
 - Instructional strategies, classroom management, theory/research, etc.
- Field Experience
 - Vary in length; competency-based
 - “integrated throughout”, “sufficient to demonstrate competency”
- Performance-Based Pedagogy Assessment
- Professional Growth Plan

What – from the candidate's perspective

- BA from regionally accredited institution (for admission)
- Pass the Basic Skills Test (WEST-B) – for admission
- **Complete an approved preparation program**
- Pass the Subject Knowledge Test
 - For admission at post-bacc / grad programs

Certificate = Level of Certificate (residency / professional) + subject matter endorsement(s)

Second Tier Certification / Continuing Education

- Professional Certificate
 - Generally expected to complete within first five years
 - Complete higher education pro cert program
 - Job-embedded / performance based
 - Uniform and external portfolio assessment – required 1/1/10
- Certificate Renewal / Continuing Education / Professional Development
 - Professional Growth Plans – incorporate higher ed coursework
 - Credits / clock hours
 - Professional / staff development
- Adding Endorsements / Retooling / Advanced Degree / Specializations

What next?

Goal 1

A state-level system for assessing educator preparation program quality

Ends Policy:

State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.

What next?

Goal 3

Incentives and supports for model partnerships

Ends Policy:

Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts.

Ends Policy:

Deans and directors of colleges of education and colleges of liberal arts and science will operate collaboratively, reflecting shared goals and perspectives, to achieve truly evidence-based preparation of educators.

What next?

Goal 4

An agreed-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators

Ends Policy:

All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.

What next?

Goal 8

Enhanced access and expanded program delivery options
for pre-service educator preparation

Ends Policy:

All prospective educators in Washington will have
affordable access to evidence-based educator
preparation programs regardless of geographic
location to help ensure equity and an effective state
system of supply and demand.

What next?

Goal 9

Systemic and strategic approach to educator recruitment

Ends Policy:

Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population.

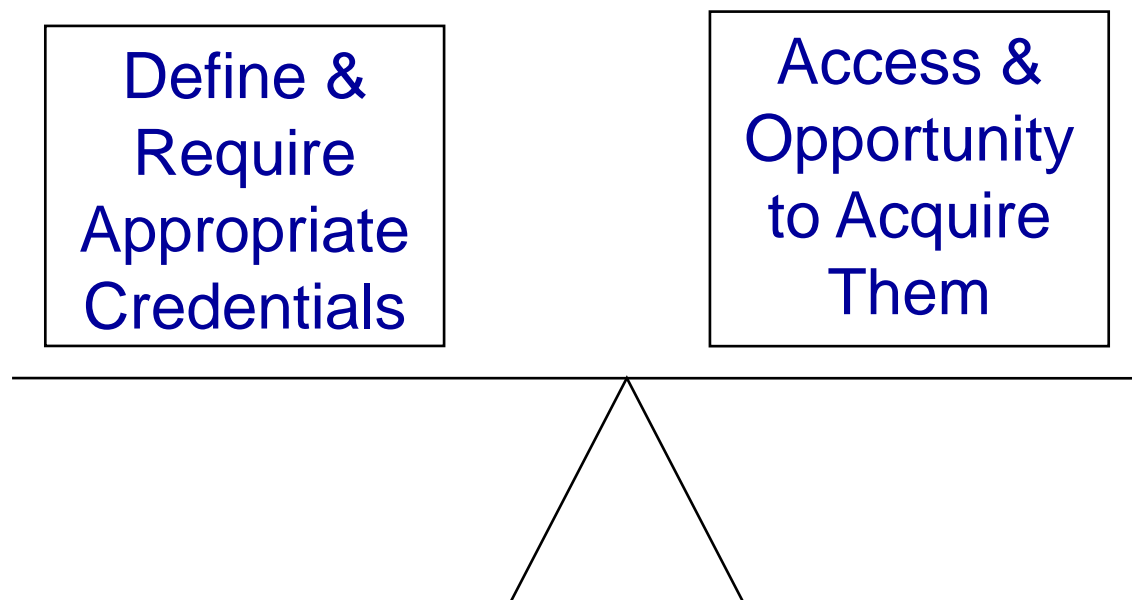
Comprehensive Analysis: Findings

“Washington’s existing data sources stop short of capturing all that matters in providing important facts about the teacher workforce and teaching quality” - UW, 2003

Some of what we don’t know –

- Whether/where our program completers are teaching and how they are doing
- Whether and where teaching assignments match qualifications
- Teacher qualifications related to student demographics
- True picture of out-of-field assignment

Ensuring Adequate Supply of Excellent Educators Our Shared Challenge:



Washington's System of Preparing and Certifying Educators



A Report to The Governor, Superintendent of Public Instruction, State Board of Education,
and Education and Fiscal Committees of the Washington State Legislature

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